

UNIVERSITY STILL WINNING AT SHOW

State Cattle Capture Large Share of Prizes at Kansas City.

JACK OF ESTILL TAKES FIRST

Estimated Attendance 15,000—Competition is of High Class.

By a Staff Correspondent.

KANSAS CITY, Mo., Oct. 14.—The University of Missouri continued to capture a large share of the prizes in the American Royal cattle show here today.

Jack of Estill, a grade Angus yearling, won first prize. Other ribbons were taken by the University as follows: third, on grade Angus calf, third on two-year-old grade Angus, second on grade Angus herd and second on purebred Angus herd.

University Stands High.

Some of the best-known live stock breeders in the country are exhibiting, and the University stands high considering the class of competition. The American Royal is in many respects as great as the National show.

The attendance yesterday was estimated at 15,000.

The big tent was packed to its limit last night for the horse show.

LIBRARIANS WILL MEET

Columbia Club Hopes to Have Tenth Annual Session Here.

Columbia will invite the Missouri Library Association to hold its tenth annual meeting in this town. This was decided at the session of the Columbia Library Club last night.

The Missouri Library Association meets tomorrow and Friday at Moberly. H. O. Severance, W. K. Stone, C. W. Sumner, and Misses Grace Leller, Grace D. Phillips and Bertha J. Bond will attend from the University Library one or more sessions. F. A. Sampson, secretary of the State Historical Society, also will attend.

"STRENUOUS AMERICANS TOO BUSY FOR CLASSICS"

One Student Thus Explains Attitude Toward Literature—Miss Breed Thinks Failure to Teach Latin Early May Be Cause.

(Continued from First Page.)

are now by the editor of Scribner's, that the English are far more familiar with good literature than we. But a recent wideawake English traveler, Mr. H. G. Wells, in his very readable *The Future in America*, criticizes us for precisely the opposite fault, that of studying the classics too much. It seems that at Boston he had an especially annoying experience on this account. 'When I went out to Wellesley,' he tells us, 'to see that delightful girls' college, everybody told me I should be reminded of the Princess.' For the life of me I could not remember what 'Princess.' Much of my time in Boston was darkened by the constant strain of concealing the frightful gaps in my intellectual baggage, this absence of things I might reasonably be supposed, as a cultivated person, to have, but which, as a matter of fact, I'd either left behind, never possessed, or deliberately thrown away.

"At last, however, Mr. Wells had to 'own up.' 'I say,' I said, 'I wish you wouldn't all be so allusive. What Princess?' It was, of course, that thing of Tennyson's. It is a long, frequently happy and elegant, and always meritorious narrative poem, in which a chaste Victorian amorousness struggles with the early formulae of the feminist movement. I had read it before when I was a boy. I was delighted to be able to claim, and had honorably forgotten the incident. But in Boston they treat it as a living classic, and expect you to remember constantly and with appreciation this passage and that."

English System Not Faultless.

"The English plan of teaching English literature, by not teaching it at all but teaching Latin and Greek instead, has some undeniable merits. But the Englishmen who are most familiar with its working are sometimes the last to maintain that it is faultless. One of the most illuminating books about educational things published for some years is Benson's *Upton Letters*, written by a man with long experience as a teacher in an English 'Public School,' and

himself one of the best products of the English system. It is indeed a dismal picture that he paints for us if the effect upon many English boys of the 'grind' in classics, making intellectual prigs of them, he says, when it does not give them an actual distaste for literature. For anyone who advocates an immediate change from American to English methods in the teaching of literature, the Upton Letters may be recommended as healthy reading.

"When we come to the teaching of the language, there is also something to be said in favor of the despised American system. Only last May a sort of philological bombshell was exploded in the midst of the English by the distinguished German scholar and professor of English at the University of Berlin, Dr. Alois Brandl, probably as impartial and capable a judge as could well be found. In a widely discussed speech made in London, Dr. Brandl declared that the English of the ordinary educated American is quite on an equality with that of the ordinary educated Englishman. He based his opinion on a systematic observation during twenty years of continual contact with American students in German universities, and on further observations made when he visited America.

Dr. Brandl's Opinion.

"Dr. Brandl said that the Prussian Ministry of education had recently consulted with him regarding the advisability of arranging an exchange of teachers between Germany and the United States, the plan being for German teachers to go to America to teach German while American teachers come to Germany to teach English. Some advisers of the Ministry of Education feared to recommend the importation of American teachers on the ground that they might teach English with a bad accent; but Dr. Brandl sent in an official report declaring that the English taught by the average American tutor would be quite as good as the English taught by the average English teacher. In consequence, his recommendation for an exchange of teachers be-

tween Germany and America will be carried out without further delay. "Naturally there were many indignant replies in the English newspapers to this heretical German discovery. But a few days later an even more significant opinion was expressed by one of their own leading scholars, Prof. W. W. Skeat, the great Chaucerian editor and Professor of Anglo-Saxon at Cambridge. Prof. Skeat declared that Dr. Brandl was perfectly right.

"It is to be remembered," he continued, 'that in America training in English is carried on with much greater strictness and to a far greater extent than in England. For example, it is generally considered in our schools that Latin and Greek are of primary importance, and no particular attention is paid to instruction in English, nor to elocution. In America, on the contrary, as I lately was assured by the president of one of the principal American universities, the teaching of English takes absolutely the first place; every other study is held to be of subsidiary importance.

Study of Phonetics.

"Moreover, the study of phonetics is taken very seriously both in Germany and in America, and students are expected to understand the pronunciation of Chaucer and King Alfred. In England the study of phonetics is almost unknown, except to a few students, who receive small encouragement."

"The consequence is that the ordinary Englishman is entirely ignorant of the history of his own language, and has no idea why words are spelled as they are."

"Prof. Skeat said he saw no objection to the employment of Americans to teach English in Germany, because, as he put it, 'Americans give attention to the subject and understand what they are talking about.'

"An interesting opinion from an entirely different point of view may be given, in closing, for what it is worth. It is found in a letter to a morning paper from an English business man, who claims a large American experience: 'You can take it from me that if you want to make yourself understood you have got to put a little Americanism into your conversation. There is a sort of directness and impressiveness in American talk which gets, as they call it, 'right there.' Talking over the 'phone, for instance, you have to speak your words distinctly or else the other man won't hear you. If you slurred your words, as most of us do, the telephone would be of no use."

One Criticism Just.

Miss Lucy R. Laws, head of the Department of English in Christian College:

"As to the editorial from Scribner's, the criticisms are apparently directed chiefly against American college graduates. It is true, I fear, that American boys and girls, as a class, lack the 'subconscious' knowledge of things literary; and the 'needed capacity of writing English' will not 'come of itself.'

"With regard to the editorial from the Saturday Evening Post, it occurs to me, first, that no one expects all students to 'turn athirst to the plays of Shakespeare and Marlowe.' We expect no such results in mathematics or in science; why in literature? In my opinion, many students become enthusiastic readers of the great Elizabethans, as the result of 'courses' in college or in high school. Girls with taste for reading do not need a class introduction to the Victorian novelists. Turn them loose in a good library and they will find the best that Thackeray and Dickens have for them. No instructor need 'wade half through Dickens again' in their behalf. Laborious reading of long novels is out of place in a high school course.

Defends Instructors.

"I think instructors as a class are slandered, in the assertion that they 'do not read the books either.' I agree with the editor of the Saturday Evening Post that teachers to whom Milton and Scott is a bore cannot arouse enthusiasm for those authors. In my opinion the instructor should be given 'complete latitude to select the books that he is to teach.' In many cases the prescribed books are inappropriate and unacceptable.

"The 'Conciliation' speech, under my teaching generally arouses antagonism rather than enthusiasm. With a few judicious substitutions the studies in literature may be made a foundation for future enjoyment of good literature. I know that this happy result often follows the study of the poets in our college preparatory schools.

"By all means let the instructor select the books for his classes; but the teacher of literature who does not love the old English writers has, in my opinion, mistaken his calling."

Americans Too Strenuous.

Mrs. W. McNabb Miller, former president of the Fortnightly Club:

"My opinion on this matter would be very similar, I suppose, to that offered by others who have been asked to pass criticism on the subject, consequently I asked some students who were studying English for their opinion, which should present another aspect to us. They said that one disinclination of the American college student to read classical works, apart from their assignment, arises from the fact that Ameri-

ILLINOIS STUDENTS HERE ORGANIZE

More Than Forty "Suckers" at Present Attending the University.

The Illinois students at the University of Missouri, met yesterday in Room 24, Academic Hall, and organized an "Illini" club. The officers elected are as follows: J. B. Powell of Quincy, Ill., president; C. R. Moulton, Glen Ellyn, Ill., vice-president; Henry G. Arends, Quincy, secretary-treasurer.

The object of the club is to promote the interests of the University of Missouri in Illinois, and to promote the social relations of the members who are already here. There are over forty residents of Illinois at present attending the University of Missouri, which is probably the largest delegation from any other state outside of Missouri.

A committee of which J. M. Evvard, a graduate student in the department of Agriculture, from Pontiac, Ill., is chairman, was appointed to draft a constitution and by-laws.

The charter members are as follows: Miss Marjorie Potts, E. St. Louis; Miss Edna McCullough, Irvington; C. K. Francis, Champaign; Frank Lee Williams, Noble, Jacob S. Lipsky, Alton; John M. Evvard, Pontiac; Arthur B. Scroggins, Staunton; C. Robert Moulton, Glen Ellyn; Lester Gilliland, Mendon; R. G. Mealliff, Mendon; J. B. Powell, Quincy; C. L. Salmon, Chicago; Harry T. Crouch, Abingdon, Fred W. Shoop, Abingdon; Nike Sevier, Abingdon; R. C. Livingston, Mt. Vernon; John Kerwin, Chester; C. H. Sherrick, Lorraine; H. B. Sennott, Waterloo; S. F. March, Carrolton; C. C. Wylie, Marissa, and H. G. Arends, Quincy.

WILL OPEN PLAYHOUSE AS SOON AS POSSIBLE

J. W. Stone Says the Attractions Here Will Be of High Class.

J. W. Stone, who bought the Columbia Theater yesterday, told a reporter for the University Missourian today that he would open the playhouse as soon as possible.

"I am in communication with an experienced man in regard to the management of the theater and as soon as I hear from him I will make a definite announcement," said Mr. Stone. "I intend to raise the standard of attractions in Columbia and will bring as many first-class shows here as I possibly can. I hope to make Columbia the best one-night stand in this part of the state."

can live a more strenuous life than the British, and that the time the student had completed his studies and physical exercises for the day his mind is not in a fit state to turn to such works as Shakespeare, which would require concentration.

Bad Grammar Too Common.

Miss Mary B. Breed, advisor of women and head of Read Hall, University of Missouri:

"One of the things in which our Freshmen seem badly prepared is English grammar—plain, ordinary, old-fashioned grammar. I have a strong opinion myself, that the ignorance of grammar would be much less if the student had been thoroughly drilled in Latin. But of course our present methods of making things easy and 'interesting' in primary and secondary education forbid any drill in Latin, and no very good substitute for it is in sight. I am not so inveterate a reactionary as to refuse to recognize the possibility of a substitute, but in the meantime the fact remains that bad grammar is far too common, even in our graduates."

English Leisure Helps.

"This explanation was offered by a student who had lived in England, and had a chance to compare the English and American mode of living. He remarked that one of the things that struck him most in England was the leisurely way in which people went about their work, in a way which seemed to indicate that they were never rushed and had time for everything.

"Therefore the American student, in a state of mental exhaustion, turns to such books as 'The Filagree Ball' and others like it, which are quite harmless, but require no mental effort."

Clever Sidestepping.

Prof. E. A. Allen, professor of English language and literature, University of Missouri:

"I am quite familiar by this time with such criticisms on the teaching of English literature and composition as have lately appeared in Scribner's and the Saturday Evening Post. It is nothing new under the sun. It seems that everybody knows how it ought to be done except the men and women in our colleges who are spending their lives doing it. I have something to say, but not now. In the language of a foreigner who was trying to master our idioms, 'I've got to fry some fish.'"

THE tremendous patronage which the ROCHESTER has enjoyed the past month is nothing short of phenomenal. All records were broken! It proves that what "The Quality Store" sells is of superlative character and sterling worth; it proves my claim to leadership. I want you to come and inspect my magnificent line of fall and winter Clothing and Furnishing Goods. Everything is new--absolutely new. You can depend on style and quality if you buy it at The Rochester

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